Intervention Design Helper

*As designed by Ruth Aspy and Barry G Grossman*

Name: GREG Date: 1/30/12

Recorder:

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| Underlying Characteristics | Intervention |
| Communication   |  | | --- | | # 42. Difficulty with rules of conversation | | # 44. Communicates needs through behavior | | # 49. Difficulty expressing thoughts/feelings | | Review classroom rules daily - SI  Daily chart with goals of follow directions, clam body, quiet voice and complete work – SV, TD  When she gives an incorrect label give her a choice of two emotions (one being the correct label) - TD  Small group social skills – identify feelings through various lessons - ST |

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| Underlying Characteristics | Intervention |
| Emotional Vulnerability  # 92. Is anxious or easily stressed  # 96. Exhibits meltdowns in response to minor events | Daily visual schedule on chart as well as board - SV  Daily chart with schedule – earns hearts for following goals, no heart if goal is not followed - R  Quiet work environment when possible - SB  Earned breaks for following goals on chart – one morning and one afternoon – activity depends on amount of hearts earned - R  Break choices of preferred interest: computer/iPad, writing in journal, keyboard, drawing, knitting - R  Provide checklist for multi-step assignments - SV  Use of putty while waiting - SB  Social stories - SV  Walk around pod - SB  Classroom rules are clearly posted and reviewed often - ST  When possible schedule changes are told ahead of time and written on schedule and classroom board - SV  Encourage social interaction skills with other students - TD  Teach use of calming strategies (3 top choices on cards) when upset – ST, SB  Use of quiet area to listen to music - SB |

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| Underlying Characteristics | Intervention |
| Restricted Patterns of Behavior  # 19. Expresses strong need for routine (difficulty with change)  # 26. Seems to be unmotivated by social praise | When possible schedule changes are told ahead of time and written on schedule and classroom board - SV  Use of quiet area to listen to music, use of calming strategies (3 top choices on cards), and social stories when there is a change in schedule which produces a meltdown - SB  Provide feedback using social praise from adults and peers throughout the day - ST |
| Underlying Characteristics | Intervention |
| Social  # 1. Mindblindness  # 10. Difficulty making/keeping friends  # 16. Appears to be unresponsive to others | Teach K to read others thoughts and feelings in social skills group - ST  Circle of friends to work with K in small group or pairs class work - TD  Cue K when student speaks to her – ST, TD |

Sensory and Biological SB Task Demand Intervention TD

Reinforcement Intervention RI Skill Intervention: SI

Structure & Visual/Tactile ST